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ALBERTA EDUCATION REORGANIZATION PLAN

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June 29, 1982

ALBERTA EDUCATION REORGANIZATION

The Departmental Steering Committee on Alberta Education Reorganization has reviewed its original proposal of June 10, 1982 in light of the Touche Ross report and the comments received during the meetings of June 14, 15 and 21 as well as written submissions provided by Departmental staff. The Steering Committee, while it endorses the original organizational principles and procedures, has revised the organizational structure proposed June 10, 1982.

In the deliberations which led to the structure recommended in the attached organizational chart [Figure 1] the Steering Committee, in consultation with the Deputy Minister, attempted to achieve organizational balance while maintaining a grouping of like functions within each area. Consideration was given to all comments recorded as they related to the proposed structure and, where feasible, were incorporated into the proposed design.

The Deputy Minister's Office

The major roles of the chief executive officer in a professional and human service organization are policy leadership, external relations, coordination and organizational maintenance. It is proposed that the Deputy Minister of Education be assisted in these roles by four associate deputies and sufficient administrative and secretarial assistance (a Secretariat) to free him to concentrate on his major role of policy-making and liaison with Government and external groups.

1. Communications Office

Communications acts as the information service for the Department (press releases, communications with the media, brochures, etc.) and is a service function to all units in the Department; therefore, it should be headed by a Director who reports directly to the Deputy Minister

Associate Deputy Ministers

It is proposed that the major functions of Alberta Education be carried out by four divisions created on the principle that "like or similar functions should be grouped together so as to minimize information and interaction costs and maximize efficiency and effectiveness". In accordance with this principle it is proposed that the divisions be: 1) Program Development, 2) Program Delivery, 3) Finance and Administration, and 4) Planning and Evaluation. It is further proposed that each division be headed by an Associate Deputy Minister who has sufficient

administrative and secretarial assistance (a Secretariat) to free him/her to concentrate on his/her major roles--planning, external relations, coordination and program monitoring.

1. Program Development

A major responsibility of the Department is to develop programs which are designed to be delivered by other agencies as well as programs which will support and assist the delivering agencies. It is proposed that all program development functions be grouped into one division because of the similarities in the orientation and mode of operation of the development function. Development should, ideally, operate in a project mode.

The functions in this Division would include:

- Curriculum;
- Early Childhood Services;
- Special Education Services;
- Language Services;
- Learning Resources and Technology;
- Registrar.

The rationale for highlighting Learning Resources and Technology was due to a concern expressed by Learning Resource Officers and the perception that this area would also serve as a better identification of the delivery technology concept and linkage with ACCESS as well as other external organizations. The placement of the Registrar in this Division was on the basis that an important aspect of this function is the development of teacher certification recommendations and a role it may play in terms of teacher education programs.

2. Program Delivery

The direct delivery of most basic education programs (including Early Childhood Services) to client groups (students) is carried out by school systems and a variety of other public and private agencies. However, the provision of programs to these delivering agencies, the servicing of these agencies and the monitoring of the output are major responsibilities of Alberta Education.

To carry out these responsibilities several types of activities are required: informing, consulting, helping, demonstrating, instructing, facilitating, monitoring, evaluating and some elements of program approval. Although these various delivery activities differ in some respects from one another, they all have common features which make them different from research and development: 1) they deal directly with clients, 2) they are concerned with the implementation and operation of programs, and 3) they facilitate parent and community involvement. Therefore, they should logically be grouped together into one division.

The functions in this Division would include:

- Regional Offices;
- Alberta Correspondence School;
- Alberta School for the Deaf;
- Community Education;
- Educational Opportunity Fund;
- Special Programs.

In addition to the activities originally proposed for the Regional Offices, responsibility for Private Schools and Parent Resource Units was also identified. Consideration was given to assigning the Materials Resource Centres currently run by the Library and the field personnel of School Buildings to Regional Offices; however, further discussion is required before this decision can be made. The Special Programs function was added to encompass the School Lunch Program, Education Exchange and other similar activities.

3. Finance and Administration

The functions of financial planning, grants, budgeting and accounting are different in most respects from program planning and delivery. In most respects the functions presently carried out by the School Buildings Branch and the functions of the Field Administrative Office are also financial in nature; therefore, it is proposed that they all be combined under the Finance and Administration Division.

In addition, the functions of Personnel, School Book Branch, Library Services, and office and space management form an administrative services grouping which is consistent with a Finance and Administrative Division.

The functions in this Division would include:

- Finance Operations;
- Financial Planning;
- School Buildings;
- Financial Administration Services;
- Personnel Services;
- School Book Branch;
- Library Services;
- Administrative Services;
- "Store-Front" Services.

In reviewing the proposals the Steering Committee concluded that an Administrative Services function would include office, space, office technology, mail, departmental records, and duplication services. The "Store-Front" operation as providing a public access service to the Department is maintained within this Division. The Financial Administration Services include the current Field Administration function.

4. Planning and Evaluation

The functions of long-range planning, policy analysis, legislative services, student evaluation, program evaluation, and information systems form a grouping which involves the co-ordination, collection and analysis of data. In support of these activities the Computer Services and Student Records functions have also been added.

The functions in this Division would include:

- Long-Range Planning;
- Policy Analysis;
- Legislative Services;
- Information System;
- Student Evaluation;
- Program Evaluation;
- Computer Services;
- Student Records.

The Steering Committee, in reviewing the Touche Ross report and the comments made during the review of the proposal, appreciated the strong support given to the enhancement of the long-range planning and policy analysis functions in addition to the existing planning, evaluation and research functions. The legislative services function was added to recognize the need for coordination in terms of the development of legislation, regulations and contracts and is related to the planning and policy analysis functions.

The Steering Committee recognizes an ongoing need for the coordination and implementation of research in support of School Board initiatives and Departmental functions.

Conclusion

The revised organizational structure takes into account the concerns expressed regarding the perception of a down-grading of functions originally assigned to Personnel and Support Services. In addition, the functional responsibilities of the Associate Deputy Ministers are more evenly balanced.

In order to clarify the concerns expressed relative to the linkages between the Program Development and Program Delivery Divisions, Figure 2 is attached to provide a graphic representation of these linkages. The priority setting and manpower allocation between the two Divisions would occur on an annual as well as on a periodic basis at the Associate Deputy Minister level. It is envisioned that departmental staff would flow between the Program Development and Delivery Divisions dependent upon the priorities established. Similar linkages would occur between and among all Divisions as appropriate.

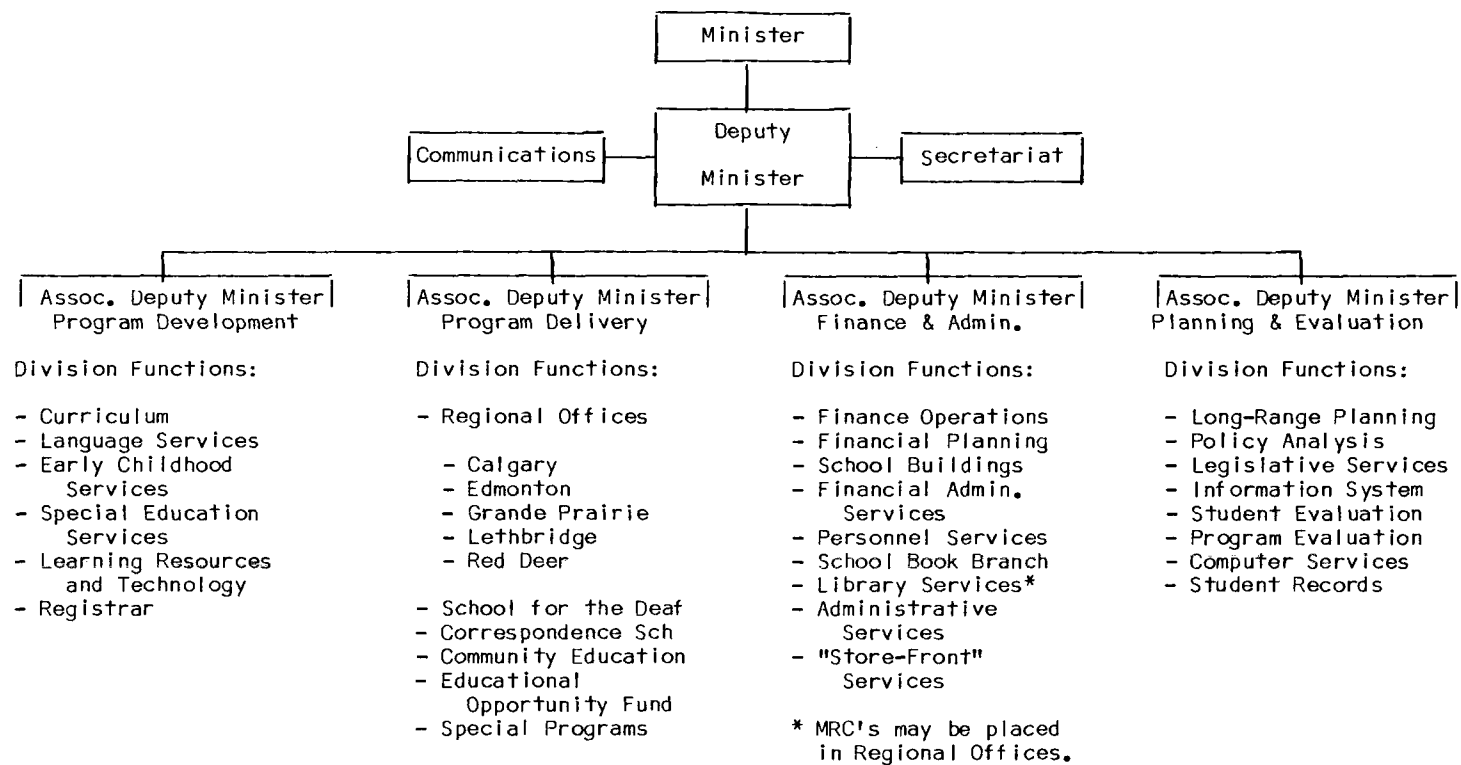


Figure 1

Alberta Education Organizational Structure

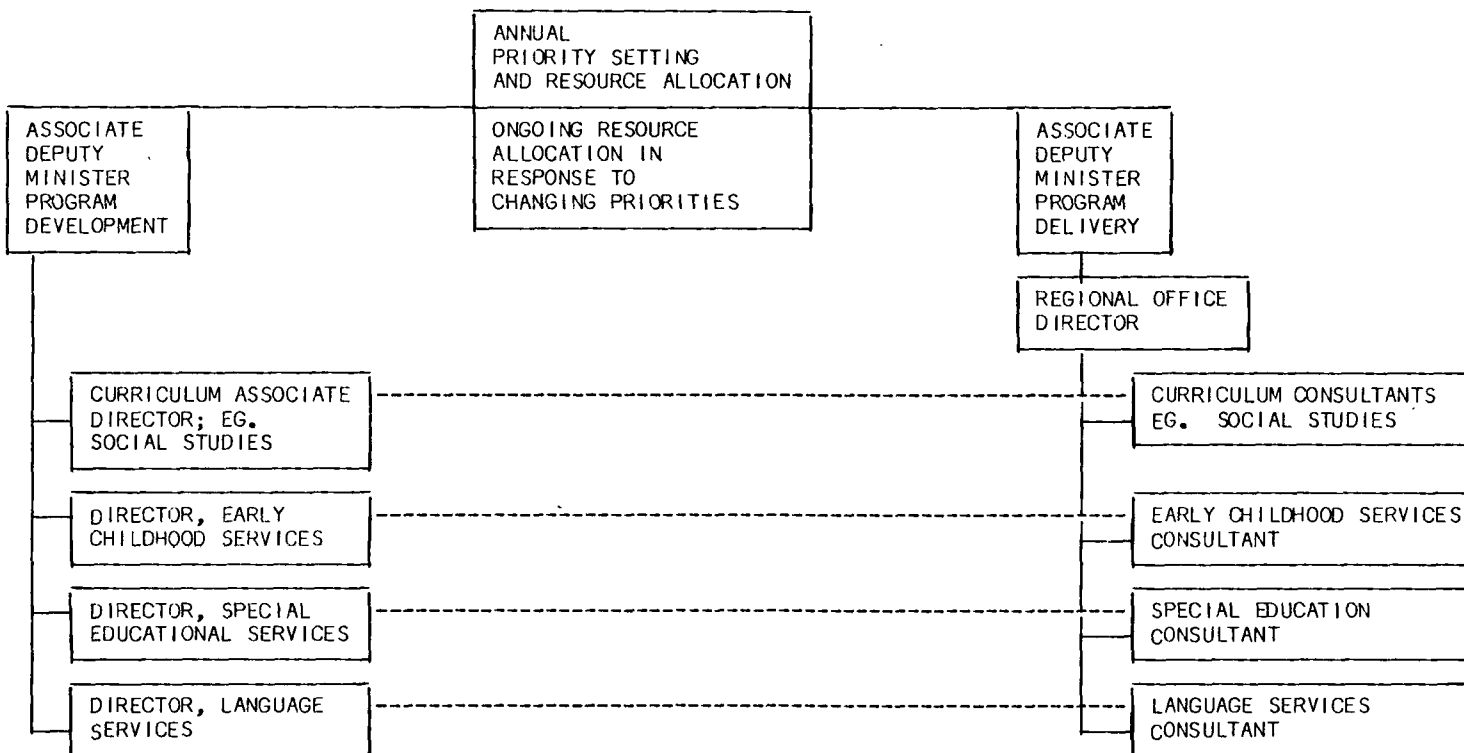


Figure 2
Program Development and Program Delivery Divisional Linkage Mechanisms

